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ABSTRACT

This preliminary report presents information about the first of four components of an assessment of social studies conducted in Manitoba (Canada) in June, 1989. The assessment was conducted at grades 4, 8, and 10. The four major components included: (1) a written or "pencil-and-paper" test for all three grade levels; (2) a survey of teachers from the three grade levels; (3) a group performance component for grade four students; and (4) an interview with teachers of those students who participated in the group performance. This document contains a summary of student performance based on the written component only. Results of student responses to particular items in the written test for each grade are given. The percent of students choosing each response is displayed in tabular form and bar graphs showing the distribution of student responses also are included for each grade. (DB)

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MANITOBA SOCIAL STUDIES ASSESSMENT 1989

PRELIMINARY REPORT TEST DATA

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Education
and Training

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MANITOBA SOCIAL STUDIES

ASSESSMENT 1989

PRELIMINARY REPORT:
TEST DATA

A REPORT OF THE

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

MANITOBA EDUCATION AND TRAINING

PROVINCE OF MANITOBA

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Winnipeg September, 1989

PREFACE

The Provincial Assessment of Social Studies was conducted at grades 4, 8, and 10 in June, 1989. There are four major components to the Assessment which include: (1) a Written or "Pencil-and-Paper" test for all three grade levels, (2) a Survey of teachers from the three grade levels, (3) a Group Performance component for grade four students, and (4) an Interview with teachers of those students who participated in the group performance.

This Preliminary Report contains a summary of student performance data based on the Written component only. The Final Report will contain detailed results from all four components as well as conclusions and recommendations based on the data and their interpretation by a panel of educators. The Final Report will be followed by a Summary Report containing basic results and recommendations for educators of social studies. All data in these reports are based on students of English language social studies programs only.

The purpose of this Preliminary Report is to provide detailed information on the Written component. This Report contains individual item and subtest data. All data are based on the provincial sample as a whole; no individuals, schools, or divisions are identified.

It is necessary to refer to the student test booklets and scoring manuals when using the results reported here. Schools and Divisions in Manitoba have received copies of the testing materials. If you require a copy of any of the test booklets and/or manuals, they can be ordered through the Manitoba Textbook Bureau at 945-8940.

If you have any questions regarding this report, please contact:

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CHAPTER 1

Introduction

The pencil-and-paper test of the Social Studies Assessment was designed to test the following categories of objectives at each of the three grade levels:

A) Knowledge
B) Thinking and Research Skills
C) Attitudes and Values
D) Social Participation

The grade 10 test also included a section on map skills. Each of these four categories was further subdivided into a number of subtests at the grade 8 and 10 levels.

The Written component items represent both the cognitive and affective domains. The items in the cognitive domain which includes the Knowledge, Thinking and Research, and Mapwork categories, have a correct or best answer. Marks on these items can be summed to determine a score for each subtest. The multiple-choice items were awarded one mark for each correct response. Those items which required students to write a response were awarded a score based on the quality of the response.

The items in the affective domain assessed the attitudes, values, beliefs, and social participation of students with respect to aspects of social studies. Items in this domain were not marked as correct or incorrect, and, therefore, marks could not be accumulated into subtest scores. The proportions of students selecting each of the response options for each item are reported. The responses provide an indication of students' attitudes toward the particular aspect of social studies identified by the item.

The provincial sample results for each of the three grade levels are presented in Chapters 2 through 4.

At each grade level tested, a 10% sample of students taking social studies at the time of testing was drawn from all schools containing the relevant grades. The sample sizes were 1,198, 1,085, and 799 for grades 4, 8, and 10 respectively.

PERCENT OF STUDENTS SELECTING EACH RESPONSE

The proportion of students in the provincial sample selecting each of the response options (A,B,C,D, or E) is presented as a percentage for each of the multiple-choice items. The correct response is identified by an asterisk (*) following the percent of students selecting the option.

The percent of students obtaining a mark for each written-response item or long answer is presented in the "A,B,C,D, or E" columns based on the quality of students' responses. The coding scales for scoring the grade 4 items are found in Appendix A. The grade 8 and 10 written-response items were scored on the basis of the SOLO Taxonomy level; sentence structure and usage; and mechanics (punctuation, capitalization, spelling). These coding scales are found in Appendix B.

For the affective multiple-choice items, the percent of students selecting each option is indicated. Since there is no correct response, these items do not have an asterisk (*) following any of the percentages.

The column marked "NR" presents the percent of students who did not provide a response to a particular item.

SUBTESTS

The subtests identified for grades 8 and 10 are listed at the beginning of the chapter which reports that grade's results. The test items corresponding to each subtest are specified, including whether the items have a correct answer (cognitive domain) or not (affective domain).

PERFORMANCE ON COGNITIVE SUBTESTS

A summary of results is presented for each category that contains cognitive items.

The information presented in the tables includes:

- the name of the SUBTEST;
- the number of QUESTIONS PER SUBTEST;
- the MEAN RAW SCORE, which is the average (mean) number of questions correct for the subtest;
- the MEAN PERCENT, which is the average (mean) number of questions correct for the subtest converted to a percentage of the total number of questions per subtest;
- the STANDARD DEVIATION of the raw scores (number of correct responses).

FREQUENCY BAR CHART

There is a FREQUENCY BAR CHART for each of the major categories containing cognitive items. This chart depicts the proportions of students in the provincial sample who obtained various raw scores (number of correct responses) totalled for the cognitive items pertaining to the particular category.

The table adjacent to the bar chart indicates the following for each raw score:

- the frequency (FREQ) or number of students obtaining this raw score;

- the cumulative frequency (CUM.FREQ) which is the number of students obtaining this raw score plus those with lower raw scores;

- the proportion as a percentage (PERCENT) of students obtaining this raw score; and

- the cumulative frequency as a percent (CUM PERCENT) of students obtaining this raw score plus those with lower raw scores. This can be used to "locate" the performance of a group of students relative to the provincial sample.

A CAUTIONARY NOTE REGARDING USE OF THESE RESULTS

The Social Studies Assessment was designed to assess the goals and objectives of the Manitoba curriculum with the intent to identify strengths and weaknesses of the program. The Written tests can be used to measure group performance and analyze the effectiveness of local programs, but are not intended to measure the achievement of individual students. If students' results on these tests are to be used for reporting purposes, they should only be used in conjunction with other information gathered on the students.

CHAPTER 2

Grade 4 Results

PROVINCIAL RESULTS

SOCIAL STUDIES ASSESSMENT 1989 - GRADE 4

PERCENT OF STUDENTS CHOOSING EACH RESPONSE
* INDICATES CORRECT RESPONSE
(N = 1,198)

ITEM	A	B	C	D	E	NR
		THINKING AND RESEARCH SKILLS				
1	7.2	76.8*	11.6	3.6	0.1	0.8
2	2.3	6.8	88.2*	1.9	0.0	0.8
3	22.1	15.9	3.0	57.7*	0.3	1.0
4	88.0*	4.0	1.9	4.7	0.3	1.1
5	1.2	90.4*	6.9	0.7	0.1	0.8
6	0.8	1.8	75.3*	20.2	0.3	1.6
7	0.8	95.2*	1.2	0.7	1.1	1.1
8	2.7	1.6	53.3*	37.4	4.0	1.1
9	2.0	5.3	25.0	64.8*	1.5	1.5
10	7.1	14.8	4.3	70.6*	2.2	1.0
11	3.4	22.7	3.6	4.3	65.2*	0.8
12	54.8*	4.8	20.8	13.3	5.3	1.0
13	4.2	2.6	84.0*	3.7	4.3	1.3
14	3.0	88.6*	4.8	1.6	1.3	0.8
15	20.1	8.2	3.2	57.9*	9.5	1.1
16	85.1*	1.9	1.5	1.7	8.8	1.1
17	14.5	9.2	17.2	52.1*	5.8	1.2
18	9.8	22.9	17.0	46.2*	2.8	1.3
19	51.6*	9.2	24.0	4.5	9.8	1.0
20	4.1	2.5	79.8*	8.1	3.9	1.6
21	1.3	91.8*	1.6	2.4	1.9	1.0
22	4.5	11.6	2.2	9.7	71.1*	0.9
23	13.0	17.8	6.5	54.3*	7.3	1.2
24	0.5	2.3	94.3*	1.7	0.2	1.1
25	22.5	55.4*	8.7	11.5	0.6	1.3
26	3.6	41.4	45.1*	7.7	0.8	1.5
27	41.0*	6.3	25.1	18.7	6.8	2.2
28	5.3	3.8	2.7	84.0*	2.7	1.5
29	3.3	77.0*	3.8	11.3	2.8	1.8
30	8.6	4.1	3.1	6.3	76.1*	1.8

PERCENT OF STUDENTS CHOOSING EACH RESPONSE

ITEM	A	B	C	D	E	NR
	ATTITUDES AND VALUES - NO CORRECT RESPONSE					
31	89.3	4.2	5.6	0.2	0.1	0.7
32	63.6	12.9	22.4	0.3	0.0	0.8
33	68.2	11.1	19.7	0.1	0.1	0.8
34	20.6	40.9	37.0	0.2	0.2	1.2
35	69.9	13.6	15.4	0.1	0.2	0.9
36	87.3	3.8	7.6	0.3	0.1	0.9
37	87.8	6.2	4.8	0.0	0.1	1.2
38	57.5	13.9	26.7	0.2	0.2	1.6
39	89.6	4.1	5.0	0.0	0.1	1.3
40	78.1	5.3	15.1	0.0	0.2	1.3
41	22.1	56.2	20.8	0.0	0.1	0.8
42	82.5	6.6	9.8	0.2	0.1	0.8
43	45.7	20.8	32.0	0.2	0.1	1.3
44	50.8	18.9	29.1	0.2	0.0	0.9
45	12.0	70.2	16.5	0.2	0.2	0.9
46	9.6	78.2	10.5	0.2	0.2	1.3
	SOCIAL PARTICIPATION - NO CORRECT RESPONSE					
47	3.6	19.1	4.8	69.9	1.1	1.5
48	35.8	42.9	19.3	0.6	0.2	1.3
49	40.7	14.4	1.0	2.9	39.3	1.7
50	2.6	92.6	1.7	1.2	0.6	1.4
51	33.0	11.5	1.2	37.8	15.2	1.3
52	19.7	70.5	3.5	3.1	1.9	1.3
53	3.8	2.6	46.7	2.3	43.1	1.6
54	14.8	54.1	24.0	5.8	0.2	1.1
55	66.7	31.3	0.3	0.1	0.1	1.6
56	65.7	33.0	0.1	0.1	0.0	1.2
57	78.5	19.9	0.2	0.0	0.2	1.3
58	87.0	11.5	0.0	0.3	0.0	1.3
59	24.1	74.0	0.3	0.0	0.0	1.6
60	38.2	59.4	0.1	0.1	0.0	2.2
61	60.9	37.2	0.1	0.1	0.0	1.8
62	49.3	47.7	0.7	0.4	0.0	1.8

PERCENT OF STUDENTS CHOOSING EACH RESPONSE
* INDICATES CORRECT RESPONSE

ITEM	A	B	C	D	E	NR
			KNOWLEDGE			
63	1.3	10.9	84.6*	1.4	0.3	1.4
64	92.7*	2.3	1.6	0.8	0.9	1.7
65	3.6	5.3	56.8*	9.0	23.5	1.8
66	1.8	5.3	5.0	82.9*	3.5	1.5
67	22.7	57.7*	5.9	8.2	3.8	1.7
68	86.1*	5.4	1.7	2.2	2.9	1.8
69	4.8	4.0	5.3	40.6*	43.3	2.1
70	65.9*	11.9	6.4	3.2	10.3	2.4
71	7.5	8.3	72.0*	8.3	1.9	1.8
72	7.6	51.1*	18.4	20.8	0.3	1.8
73	6.7	17.3	6.5	66.4*	1.2	2.0
74	5.2	1.7	2.4	1.0	87.8*	1.9
ITEMS #75 - #77 ARE OPINIONS - NO CORRECT RESPONSE						
75	5.5	6.3	85.9	0.3	0.4	1.6
76	21.5	29.0	47.3	0.1	0.3	1.8
77	5.5	7.7	84.7	0.6	0.0	1.5
78	4.4	4.3	77.5*	9.1	2.8	1.8
79	72.6*	2.9	3.7	2.3	16.8	1.8
80	20.0	9.2	18.9	2.5	46.7*	2.7
81	69.4*	2.8	9.0	8.9	7.3	2.4
82	15.6	10.1	39.8*	22.0	9.5	2.9
ITEMS #83 - #84 ARE OPINIONS - NO CORRECT RESPONSE						
83	2.2	0.9	29.5	38.8	25.4	3.3
84	1.3	39.3	30.7	19.7	6.0	2.9
85	23.6	1.3	72.4*	0.5	0.0	2.2
86	2.0	6.4	3.6	84.8*	0.2	3.0

NOTE: Scales for scoring responses are found in Appendix A.

PERCENT OF STUDENTS SELECTING EACH RESPONSE - KNOWLEDGE (CONT'D.)

ITEM	A	B	C	D	E	NR
ITEMS #87 -#108 ARE OPINIONS - NO CORRECT RESPONSE						
87	61.7	6.4	2.3	18.5	8.7	2.4
88	15.8	41.7	7.0	7.3	23.3	4.9
89	60.5	35.8	0.3	0.1	0.0	3.3
90	0.9	48.2	26.4	11.5	10.0	3.0
91	7.3	22.8	43.2	24.0	0.1	2.6
92	17.6	20.6	41.6	17.0	0.2	3.0
93	58.6	14.7	5.6	18.4	0.1	2.6
94	41.1	37.6	18.4	0.1	0.1	2.8
95	68.8	16.2	2.3	0.8	7.4	4.4
96	32.9	43.2	1.2	1.6	16.9	4.3
97	20.8	62.4	4.5	7.6	0.4	4.3
98	0.2	25.3	59.1	5.8	5.0	4.7
99	0.1	24.0	63.0	4.3	3.6	5.0
100	0.3	33.8	51.2	5.9	3.5	5.3
101	0.4	34.0	51.3	3.3	4.6	6.3
102	39.6	54.8	0.0	0.0	0.0	5.5
103	0.7	26.4	6.0	5.4	3.6	57.9
104	10.7	36.4	47.1	0.0	0.0	5.8
105	15.4	43.2	35.6	0.0	0.0	5.8
106	3.4	38.1	23.2	4.0	24.0	7.3
107	35.4	57.6	0.2	0.0	0.0	6.8
108	0.4	54.2	29.1	5.3	4.3	6.7

MEAN PERFORMANCE ON EACH SUBTEST

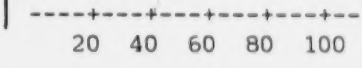
NUMBER OF STUDENT SCORES USED TO CALCULATE MEANS = 1198

SUBTEST	QUESTIONS PER SUBTEST	MEAN RAW SCORE	MEAN PERCENT	STANDARD DEVIATION
THINKING & RESEARCH SKILLS	30	21.16	70.52	5.32
KNOWLEDGE	19	13.08	68.83	3.65

DISTRIBUTION OF SCORES ON THINKING AND RESEARCH SUBTEST

FREQUENCY BAR CHART

RAW SCORE		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
0	**	8	8	0.67	0.67
3		2	10	0.17	0.83
4		1	11	0.08	0.92
5	*	3	14	0.25	1.17
6		2	16	0.17	1.34
7	*	5	21	0.42	1.75
8	**	8	29	0.67	2.42
9	**	10	39	0.83	3.26
10	**	12	51	1.00	4.26
11	****	19	70	1.59	5.84
12	****	22	92	1.84	7.68
13	*****	23	115	1.92	9.60
14	*****	23	138	1.92	11.52
15	*****	26	164	2.17	13.69
16	********	42	206	3.51	17.20
17	**********	48	254	4.01	21.20
18	**********	61	315	5.09	26.29
19	**********	57	372	4.76	31.05
20	**********	79	451	6.59	37.65
21	**********	92	543	7.68	45.33
22	**********	102	645	8.51	53.84
23	**********	86	731	7.18	61.02
24	**********	112	843	9.35	70.37
25	**********	106	949	8.85	79.22
26	**********	93	1042	7.76	86.98
27	**********	66	1108	5.51	92.49
28	**********	51	1159	4.26	96.74
29	*****	24	1183	2.00	98.75
30	***	15	1198	1.25	100.00

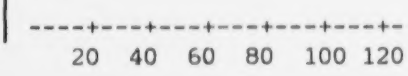


FREQUENCY

DISTRIBUTION OF SCORES ON KNOWLEDGE SUBTEST

FREQUENCY BAR CHART

RAW SCORE		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
0	**	8	8	0.67	0.67
1		1	9	0.08	0.75
2	*	6	15	0.50	1.25
3	*	4	19	0.33	1.59
4	*	4	23	0.33	1.92
5	***	14	37	1.17	3.09
6	****	18	55	1.50	4.59
7	*****	25	80	2.09	6.68
8	**********	49	129	4.09	10.77
9	**********	69	198	5.76	16.53
10	**********	73	271	6.09	22.62
11	**********	98	369	8.18	30.80
12	**********	114	483	9.52	40.32
13	**********	127	610	10.60	50.92
14	**********	125	735	10.43	61.35
15	**********	115	850	9.60	70.95
16	**********	119	969	9.93	80.88
17	**********	109	1078	9.10	89.98
18	**********	79	1157	6.59	96.58
19	********	41	1198	3.42	100.00



CHAPTER 3

Grade 8 Results

SUBTEST OF EACH TEST ITEM

ITEM NUMBER

CONTENT AREA	COGNITIVE		AFFECTIVE	
	KNOWLEDGE	THINKING AND RESEARCH SKILLS	SOCIAL PARTICIPATION	ATTITUDES AND VALUES
I. PREHISTORIC AND EARLY HISTORIC LIFE				
I.1 Life in Prehistoric Times	29-33	60-65		1
I.2 Life in Early River Valleys	34-36	66-68		3
II. LIFE IN ANCIENT CIVILIZATIONS				
II.1 Life in Ancient Europe-Greece/ Rome	37,38,39-41	69,70		4
II.2 Life in Ancient Central/ South America		71-73		5
II.3 Life in Ancient African/Indian		74		
III. LIFE IN EARLY MODERN EUROPE				
III.1 Life in a Feudal Society	42-45	75		
III.2 Life in the Renaissance Era	46-48	76		6
III.3 Life in the Reformation Era	49-51	77		7
IV. LIFE IN THE MODERN WORLD				
IV.1 Life in a Contemporary Industrial Society	52-54	78		8-11
IV.2 Life in a Contemporary Communist Society	55,56	79		12
IV.3 Life in a Contemporary Developing Society	57-59	80-84		13-15
V. GENERAL SOCIAL STUDIES SKILLS		85-91 92-Long Answer		2,16
VI. GENERAL - SOCIAL PARTICIPATION ITEMS			17-28	

PROVINCIAL RESULTS

SOCIAL STUDIES ASSESSMENT 1989 - GRADE 8

PERCENT OF STUDENTS CHOOSING EACH RESPONSE
(N = 1,085)

ITEM	A	B	C	D	E	NR
			ATTITUDES & VALUES - NO CORRECT RESPONSE			
1	26.8	53.6	13.8	5.1	0.4	0.3
2	16.6	44.1	21.9	15.7	1.4	0.3
3	14.4	43.2	29.9	11.2	1.0	0.3
4	4.2	17.9	17.1	42.9	17.6	0.3
5	2.9	9.5	14.6	28.3	44.5	0.3
6	3.9	18.7	26.0	38.3	12.4	0.6
7	5.3	20.7	27.5	29.5	16.3	0.6
8	28.0	47.2	19.5	3.6	1.1	0.6
9	12.3	38.2	31.2	14.7	3.2	0.5
10	4.9	13.9	18.1	33.3	29.6	0.3
11	56.0	32.5	5.6	3.2	2.3	0.3
12	37.9	39.9	11.7	8.4	1.8	0.3
13	5.4	22.1	31.9	28.4	11.7	0.5
14	14.5	20.2	19.9	27.2	17.9	0.4
15	3.9	10.4	21.6	33.5	30.0	0.6
16	18.2	41.1	24.9	10.5	4.1	1.2
			SOCIAL PARTICIPATION - NO CORRECT RESPONSE			
17	66.3	20.5	7.1	3.8	1.9	0.5
18	24.4	41.1	17.5	10.5	5.9	0.6
19	6.5	11.9	35.2	32.7	13.0	0.6
20	0.8	2.8	12.3	31.2	52.4	0.6
21	0.8	1.8	6.2	23.2	67.6	0.5
22	1.3	3.2	22.4	43.7	28.7	0.7
23	27.7	48.4	9.9	8.9	4.0	1.1
24	0.4	1.4	3.2	32.4	61.5	1.2
25	0.1	1.0	2.4	21.3	73.7	1.5
26	2.8	6.7	10.0	17.8	60.5	2.3
27	20.4	21.7	41.8	12.5	1.3	2.3
28	11.5	40.0	19.0	25.0	1.8	2.8

PERCENT OF STUDENTS CHOOSING EACH RESPONSE
*** INDICATES CORRECT RESPONSE**

ITEM	A	B	C	D	E	NR
			KNOWLEDGE			
29	33.8	22.1	10.1	33.0*	0.4	0.6
30	21.5	4.7	58.5*	14.3	0.5	0.6
31	7.7	6.2	82.7*	2.9	0.2	0.4
32	11.4	9.6	7.5	70.4*	0.5	0.6
33	6.7	12.3	77.6*	3.0	0.1	0.3
34	27.8	16.2	21.1	34.4*	0.1	0.4
35	5.0	14.7	72.3*	6.8	0.4	0.9
36	25.1	19.0	11.8	43.1*	0.3	0.7
37	9.2	53.5*	14.7	21.6	0.2	0.7
38	13.0	73.5*	9.0	3.8	0.1	0.6
39	14.0	57.2*	12.8	14.8	0.4	0.7
40	78.3*	4.3	2.3	14.2	0.1	0.7
41	3.9	81.1*	8.3	6.3	0.1	0.4
42	13.3	17.9	52.1*	16.1	0.3	0.4
43	26.5	37.3*	7.4	28.0	0.1	0.6
44	15.5	37.1*	17.7	28.7	0.3	0.7
45	17.7	8.3	69.2*	3.9	0.0	0.9
46	19.5	21.1	41.1*	16.9	0.5	0.9
47	21.1	3.2	18.8	55.9*	0.4	0.6
48	33.8	36.2*	7.7	21.2	0.4	0.6
49	13.6	24.4	24.1	36.5*	0.5	0.8
50	13.1	59.2*	11.5	14.8	0.6	0.8
51	56.3	9.4	9.1	24.1*	0.4	0.6
52	9.5	23.2	19.3	47.0*	0.4	0.6
53	34.7*	29.6	23.0	11.5	0.3	0.8
54	17.1	10.2	52.7*	18.5	0.4	1.1
55	64.5*	7.6	10.0	16.4	0.3	1.2
56	5.3	5.8	9.2	78.3*	0.2	1.2
57	28.0	12.4	52.2*	6.4	0.0	1.1
58	35.3	7.6	44.6*	11.2	0.1	1.1
59	31.5*	19.2	25.5	22.3	0.1	1.4

PERCENT OF STUDENTS CHOOSING EACH RESPONSE
* INDICATES CORRECT RESPONSE

ITEM	A	B	C	D	E	NR
			THINKING AND RESEARCH SKILLS			
60	6.1	92.2*	0.2	0.2	0.0	1.4
61	85.6*	13.5	0.3	0.0	0.0	0.6
62	87.9*	11.2	0.0	0.1	0.0	0.7
63	28.0	39.5	9.5	22.0*	0.1	0.8
64	83.7*	4.4	1.7	9.2	0.2	0.8
65	9.7	66.8*	9.0	13.6	0.1	0.7
66	54.3*	11.2	22.2	11.6	0.1	0.6
67	64.1*	12.3	15.9	7.0	0.1	0.7
68	11.2	61.5*	22.9	3.6	0.1	0.6
69	2.7	73.5*	19.8	3.0	0.1	0.9
70	8.6	41.7*	22.9	25.6	0.3	1.0
71	8.4	22.1	11.4	57.2*	0.1	0.7
72	12.1	17.3	20.5	49.0*	0.3	0.8
73	6.3	43.3*	33.7	15.6	0.1	1.0
74	9.2	22.4	46.4*	20.9	0.1	1.0
75	44.7*	10.0	21.3	23.0	0.1	0.9
76	5.6	6.7	81.6*	4.8	0.1	1.2
77	27.6*	33.7	17.6	19.7	0.2	1.2
78	16.6	26.2	11.2	44.5*	0.2	1.4
79	22.8	24.7	11.1	40.0*	0.1	1.4
80	7.5	80.0*	4.1	6.5	0.2	1.7
81	6.5	3.0	74.1*	14.4	0.2	1.8
82	8.3	19.4	55.8*	14.2	0.0	2.3
83	7.6	11.2	12.1	65.7*	0.6	2.8
84	54.9*	8.5	15.7	17.9	0.0	3.0
85	69.9*	13.3	7.3	5.5	0.1	4.0
86	39.2*	25.9	17.6	12.3	0.3	4.8
87	7.1	54.3*	28.9	3.6	0.1	6.0
88	6.2	46.4*	36.4	4.5	0.4	6.2
89	58.0*	8.8	6.0	19.6	0.0	7.6
90	40.6	3.3	45.3*	2.4	0.0	8.5
91	19.9	49.2*	12.5	8.5	0.3	9.6

NOTE: Item 60 belongs under the heading Thinking and Research and was incorrectly placed under Knowledge on p.13 in the Grade 8 Manual and Scoring Key.

PART FOUR: LONG ANSWER

PERCENT OF STUDENTS CHOOSING EACH TOPIC

ITEM	A	B	C	D	E	NR
92	21.8	10.7	8.5	9.8	46.1	3.1

PERCENT OF STUDENTS IN EACH SCORING CATEGORY

SOLO TAXONOMY LEVEL

93	43.0	29.5	22.6	3.4	0.0	1.5

SENTENCE STRUCTURE/USAGE

94	8.1	47.1	34.6	9.0	0.0	1.2

MECHANICS

95	8.0	39.1	40.5	10.1	0.0	2.3

NOTE: Scales for scoring responses are found in Appendix B.

MEAN PERFORMANCE ON EACH SUBTEST

NUMBER OF STUDENT SCORES USED TO CALCULATE MEANS = 1085

SUBTEST	QUESTIONS PER SUBTEST	MEAN RAW SCORE	MEAN PERCENT	STANDARD DEVIATION
KNOWLEDGE				
I. PREHISTORIC LIFE	8	4.72	59.00	1.57
II. LIFE IN ANCIENT CIVILIZATIONS	5	3.44	68.74	1.18
III. LIFE IN EARLY MODERN EUROPE	10	4.49	44.88	1.96
IV. LIFE IN THE MODERN WORLD	8	4.06	50.70	1.80
KNOWLEDGE - TOTAL	31	16.70	53.88	4.78
THINKING AND RESEARCH SKILLS				
I. PREHISTORIC LIFE	9	6.18	68.67	1.64
II. LIFE IN ANCIENT CIVILIZATIONS	6	3.11	51.84	1.55
III. LIFE IN EARLY MODERN EUROPE	3	1.54	51.27	0.82
IV. LIFE IN THE MODERN WORLD	7	4.15	59.29	1.85
V. GENERAL SOCIAL STUDIES SKILLS	7	3.62	51.73	1.90
THINKING AND RESEARCH SKILLS - TOTAL	32	18.60	58.13	5.66

DISTRIBUTION OF SCORES ON KNOWLEDGE SUBTEST

FREQUENCY BAR CHART

RAW SCORE		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
0	*	3	3	0.28	0.28
3		1	4	0.09	0.37
4	*	3	7	0.28	0.65
5	*	5	12	0.46	1.11
6	*	3	15	0.28	1.38
7	**	9	24	0.83	2.21
8	**	12	36	1.11	3.32
9	*******	37	73	3.41	6.73
10	*******	33	106	3.04	9.77
11	**********	52	158	4.79	14.56
12	**********	56	214	5.16	19.72
13	**********	64	278	5.90	25.62
14	**********	76	354	7.00	32.63
15	**********	77	431	7.10	39.72
16	**********	96	527	8.85	48.57
17	**********	80	607	7.37	55.94
18	**********	92	699	8.48	64.42
19	**********	86	785	7.93	72.35
20	**********	57	842	5.25	77.60
21	**********	65	907	5.99	83.59
22	*********	44	951	4.06	87.65
23	********	39	990	3.59	91.24
24	********	41	1031	3.78	95.02
25	*****	23	1054	2.12	97.14
26	****	18	1072	1.66	98.80
27	*	5	1077	0.46	99.26
28	*	5	1082	0.46	99.72
29		2	1084	0.18	99.91
30		1	1085	0.09	100.00

----+---+---+---+---
20 40 60 80

FREQUENCY

NOTE: Number of items = 32

DISTRIBUTION OF SCORES ON THINKING AND RESEARCH SUBTEST

FREQUENCY BAR CHART

RAW SCORE		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
0	**	6	6	0.55	0.55
1		1	7	0.09	0.65
3		1	8	0.09	0.74
4		1	9	0.09	0.83
5	*	2	11	0.18	1.01
6	****	10	21	0.92	1.94
7	****	9	30	0.83	2.76
8	***	8	38	0.74	3.50
9	*****	12	50	1.11	4.61
10	**********	27	77	2.49	7.10
11	**********	27	104	2.49	9.59
12	**********	50	154	4.61	14.19
13	**********	56	210	5.16	19.35
14	**********	72	282	6.64	25.99
15	**********	53	335	4.88	30.88
16	**********	58	393	5.35	36.22
17	**********	66	459	6.08	42.30
18	**********	65	524	5.99	48.29
19	**********	70	594	6.45	54.75
20	**********	69	663	6.36	61.11
21	**********	66	729	6.08	67.19
22	**********	61	790	5.62	72.81
23	**********	62	852	5.71	78.53
24	**********	61	913	5.62	84.15
25	**********	44	957	4.06	88.20
26	**********	44	1001	4.06	92.26
27	**********	28	1029	2.58	94.84
28	*********	22	1051	2.03	96.87
29	*******	17	1068	1.57	98.43
30	*****	13	1081	1.20	99.63
31	**	4	1085	0.37	100.00

10 20 30 40 50 60 70

FREQUENCY

CHAPTER 4

Grade 10 Results

SUBTEST OF EACH TEST ITEM

ITEM NUMBER

CONTENT AREA	COGNITIVE			AFFECTIVE	
	KNOWLEDGE	THINKING AND RESEARCH SKILLS	MAPWORK	SOCIAL PARTICIPATION	ATTITUDES AND VALUES
I. OVERVIEW OF NORTH AMERICA					
I.1 Defining North America	2	38	71		103,104
I.2 The Physical Environment	3, 4	39,41,42	78		
I.3 The Population Distribution		43			105,106
I.4 Concept of a Region	5	40			
II. THE AGRICULTURAL INTERIOR					
II.1 Defining the Region	7, 10, 12	44	72,79		
II.2 The Soil Resource Base	11	46	80		
II.3 Agricultural Activities	8	45	75		
II.4 Other Economic Activities					
II.5 Current Issues					107
III. THE NORTH					
III.1 Defining the North	13	53			
III.2 Resource Base	14,15,16	47,48,51,54			108
III.3 The Peoples of the North	17	49,50,52			109
III.4 Current Issues					110
IV. WESTERN CORDILLERA					
IV.1 Defining the Region			73		
IV.2 Evolution of Mountains	20				
IV.3 The Resource Base	18,19	55,56,57,58	74		
IV.4 Other Economic Activities	21,22				
IV.5 Current Issues					111,112

(Continued next page)

SUBTESTS (Cont'd.)

ITEM NUMBER

CONTENT AREA	COGNITIVE			AFFECTIVE	
	KNOWLEDGE	THINKING AND RESEARCH SKILLS	MAPWORK	SOCIAL PARTICIPATION	ATTITUDES AND VALUES
V. ATLANTIC CANADA AND APPALACHIA					
V.1 Defining the Region	24	60,61	77		
V.2 Regional Economic Differences					113
V.3 Fishing	23,25	59,62			
V.4 Current Issues	26,27				114
VI. THE INDUSTRIAL HEARTLAND					
VI.1 Defining the Region	6,28,29,31	64			
VI.2 Industrialization	32,30	63,67			
VI.3 Urbanization	9	65	76		115
VI.4 Current Issues		66			
VIII. CANADIAN, CONTINENTAL, WORLD ISSUES					
VIII.1 Central America	33,34,35				
VIII.2 Energy		68			
VIII.3 Other Issues	36,37	69,70			116-119,120 121
IX. GENERAL				81-101	102

NOTE: The grouping of items presented above corrects the grouping on pgs. 13 and 14 in the Grade 10 Manual and Scoring Key.

PROVINCIAL RESULTS

SOCIAL STUDIES ASSESSMENT 1989 - GRADE 10

PERCENT OF STUDENTS CHOOSING EACH RESPONSE
*** INDICATES CORRECT RESPONSE**
(N = 799)

ITEM	A	B	C	D	E	NR
		INFORMATION QUESTION - NO CORRECT RESPONSE				
1	70.0	25.9	0.1	3.1	0.0	0.9
		PART ONE: KNOWLEDGE (#2 - 37)				
2	7.3	80.0*	10.5	1.8	0.0	0.5
3	44.2*	31.8	4.4	19.4	0.0	0.3
4	30.2*	3.6	62.6	3.4	0.0	0.3
5	8.1	6.3	65.2*	20.2	0.3	0.0
6	7.6	5.1	9.9	76.2*	0.4	0.8
7	30.3	11.9	5.9	50.7*	0.1	1.1
8	32.7*	23.8	32.2	10.5	0.0	0.9
9	16.8	46.6*	22.8	13.1	0.1	0.6
10	27.2	4.8	3.0	65.0*	0.0	0.1
11	11.3	21.9	46.2*	20.3	0.4	0.0
12	18.8	36.8*	27.8	16.4	0.0	0.3
13	53.8*	31.7	2.6	11.3	0.1	0.5
14	2.9	34.5	39.2*	22.7	0.4	0.4
15	10.1	11.5	72.5*	5.4	0.4	0.1
16	10.9	56.3*	14.8	16.8	0.1	1.1
17	18.6	61.7*	3.6	15.3	0.3	0.5
18	69.0*	8.3	12.5	9.5	0.1	0.6
19	32.8*	37.4	16.4	12.4	0.1	0.9
20	9.5	6.1	5.1	78.3*	0.5	0.4
21	35.4*	42.3	6.0	15.6	0.1	0.5
22	13.8	20.7	34.0	30.8*	0.1	0.6
23	74.6*	8.5	2.8	13.5	0.1	0.5
24	17.3	52.1*	14.5	15.5	0.0	0.6
25	5.9	4.9	6.4	82.4*	0.1	0.4
26	11.4	77.8*	4.3	5.6	0.0	0.9
27	41.1*	14.4	20.0	23.8	0.3	0.5
28	12.8	13.9	54.6*	18.5	0.1	0.1
29	21.9	69.2*	4.8	3.6	0.1	0.4
30	18.0	55.7*	18.8	7.1	0.1	0.3
31	6.0	5.4	82.5*	5.9	0.0	0.3
32	69.8*	3.8	11.9	13.9	0.3	0.4
33	3.8	4.9	3.4	87.4*	0.1	0.5
34	15.1	14.3	20.3	49.3*	0.1	0.9
35	10.3	62.5*	3.9	23.0	0.0	0.4
36	83.2*	2.1	11.8	2.4	0.1	0.4
37	3.8	10.5	64.5*	20.9	0.1	0.3

PERCENT OF STUDENTS CHOOSING EACH RESPONSE
*** INDICATES CORRECT RESPONSE**

ITEM	A	B	C	D	E	NR
		PART ONE: THINKING & RESEARCH (#38 - 70)				
38	3.4	76.1*	6.6	13.4	0.3	0.3
39	12.4	28.0	28.7*	30.2	0.4	0.4
40	13.6	20.9	20.4	44.4*	0.3	0.4
41	76.3*	6.3	8.1	9.0	0.0	0.3
42	12.5	10.8	10.4	66.0*	0.3	0.1
43	16.9	66.3*	8.9	7.5	0.1	0.3
44	6.9	28.5	54.7*	9.4	0.1	0.4
45	59.3*	9.6	22.3	8.1	0.1	0.5
46	29.2	9.8	49.2*	10.5	0.1	1.3
47	23.9*	12.1	23.3	39.2	0.4	1.1
48	12.1	4.4	6.3	76.5*	0.1	0.6
49	9.8	2.0	3.1	84.1*	0.0	1.0
50	19.1	9.1	21.2	49.6*	0.3	0.8
51	12.0	11.0	11.0	65.1*	0.0	0.9
52	3.1	52.4*	39.8	3.5	0.0	1.1
53	11.5	11.4	68.0*	7.9	0.0	1.3
54	9.4	7.1	72.5*	9.9	0.0	1.1
55	19.5	7.6	65.7*	5.9	0.0	1.3
56	13.3	8.5	62.3*	14.1	0.3	1.5
57	54.7*	27.8	14.0	2.0	0.0	1.5
58	39.3*	18.6	7.6	32.5	0.0	1.9
59	5.8	41.6*	43.6	7.4	0.0	1.8
60	4.4	19.6	59.1*	14.3	0.3	2.4
61	36.9*	10.3	4.4	46.2	0.0	2.3
62	21.8	6.5	56.2*	12.5	0.0	3.0
63	7.4	7.3	72.3*	8.9	0.5	3.6
64	43.3*	7.6	32.9	12.1	0.1	3.9
65	6.3	5.8	68.3*	15.4	0.0	4.3
66	4.0	13.5	8.1	69.6*	0.0	4.8
67	53.3*	26.4	8.5	5.9	0.0	5.9
68	12.6	8.4	68.3*	4.4	0.1	6.1
69	4.8	15.1	54.1*	18.6	0.1	7.3
70	4.9	14.9	13.6	58.6*	0.4	7.6

PERCENT OF STUDENTS CHOOSING EACH RESPONSE
*** INDICATES CORRECT RESPONSE**

ITEM	A	B	C	D	E	NR
		PART ONE: MAPWORK (#71 - 80)				
71	35.0*	22.5	7.3	26.4	0.0	8.8
72	10.6	42.3*	17.4	20.0	0.1	9.5
73	54.6*	14.3	5.6	15.9	0.4	9.3
74	71.6*	2.5	5.9	10.3	0.1	9.6
75	14.3	36.5*	28.8	9.6	0.4	10.4
76	9.6	59.2*	16.1	4.0	0.1	10.9
77	9.1	71.0*	4.1	4.5	0.3	11.0
78	15.4	2.8	13.3	57.4*	0.0	11.1
79	53.9*	13.5	11.3	10.1	0.3	10.9
80	39.3*	26.2	12.6	10.1	0.5	11.3

PERCENT OF STUDENTS CHOOSING EACH RESPONSE
PART TWO: NO CORRECT RESPONSE

ITEM	A	B	C	D	E	NR
		SOCIAL PARTICIPATION (#81 - 101)				
81	7.8	10.9	10.4	23.8	45.9	1.3
82	4.3	21.5	27.5	25.8	19.5	1.4
83	7.0	7.4	16.0	28.4	39.9	1.3
84	41.4	18.6	13.6	14.5	10.6	1.1
85	1.8	1.4	4.1	18.9	72.6	1.3
86	1.0	2.6	3.0	9.0	83.2	1.1
87	5.9	12.4	15.1	31.7	33.4	1.5
88	2.5	7.3	16.1	38.5	34.2	1.4
89	1.8	3.8	9.9	32.9	50.4	1.3
90	4.8	15.6	39.8	18.8	19.8	1.3
91	1.6	1.3	3.6	27.5	64.8	1.1
92	7.0	10.5	17.6	34.2	29.3	1.4
93	27.7	27.2	21.2	16.1	6.8	1.1
94	4.1	15.4	22.9	27.4	29.0	1.1
95	4.6	22.0	38.2	23.5	10.4	1.3
96	1.6	7.8	23.4	42.6	23.2	1.5
97	1.9	3.3	6.4	22.4	64.6	1.5
98	70.5	17.5	6.4	2.3	2.0	1.4
99	26.5	26.3	30.9	13.5	1.3	1.5
100	45.1	13.0	26.2	12.5	1.9	1.4
101	9.3	33.3	14.4	39.5	1.6	1.9
		ATTITUDES & VALUES (#102 - 121)				
102	11.0	32.3	36.2	11.0	7.4	2.1
103	25.9	35.2	22.8	13.4	0.6	2.1
104	8.4	18.5	31.3	25.7	14.0	2.1
105	2.0	4.1	22.0	44.6	25.3	2.0
106	23.4	38.0	19.5	10.1	6.8	2.1
107	2.4	5.9	16.4	34.0	39.0	2.3
108	9.6	36.8	33.8	13.0	4.6	2.1
109	10.6	34.5	33.0	12.9	6.3	2.6
110	2.9	10.5	38.9	26.4	18.5	2.8
111	4.4	8.0	27.4	38.2	19.8	2.3
112	6.0	23.9	28.9	22.3	16.6	2.3
113	14.3	34.0	28.0	13.4	7.8	2.5
114	3.3	6.1	26.4	29.0	32.8	2.4
115	2.5	4.8	20.3	35.4	34.5	2.5
116	1.9	4.9	28.4	34.8	27.8	2.3
117	5.4	23.3	28.2	24.5	15.9	2.8
118	12.9	39.2	28.2	12.6	4.6	2.5
119	9.5	31.4	40.6	13.0	2.9	2.6
120	23.3	37.2	23.9	9.6	3.3	2.8
121	7.9	14.5	38.8	20.4	14.4	4.0

PART THREE: ESSAY SECTION

PERCENT OF STUDENTS CHOOSING EACH TOPIC/FACTOR

ITEM	A	B	C	D	E	NR
			TOPIC CHOSEN:			
122	41.9	52.9	0.3	0.0	0.3	4.6
			FACTOR CHOSEN:			
123	45.7	29.7	20.0	0.0	0.0	4.6

PERCENT OF STUDENTS IN EACH SCORING CATEGORY

			SOLO TAXONOMY LEVEL			
124	26.9	33.5	26.5	8.6	0.1	4.3
			SENTENCE STRUCTURE/USAGE			
125	7.9	19.9	46.8	20.8	0.0	4.6
			MECHANICS			
126	8.0	12.9	42.1	31.8	0.0	5.3

NOTE: Scales for scoring responses are found in Appendix B.

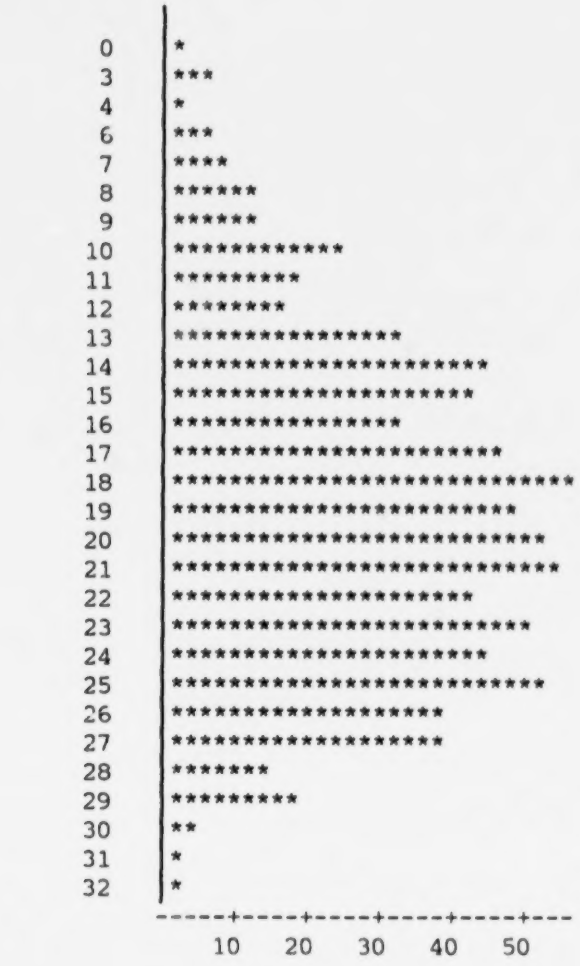
MEAN PERFORMANCE ON EACH SUBTEST

NUMBER OF STUDENT SCORES USED TO CALCULATE MEANS = 799

SUBTEST	QUESTIONS PER SUBTEST	MEAN RAW SCORE	MEAN PERCENT	STANDARD DEVIATION
KNOWLEDGE				
I. OVERVIEW OF NORTH AMERICA	4	2.20	54.88	1.07
II. THE AGRICULTURAL INTERIOR	5	2.31	46.26	1.30
III. THE NORTH	5	2.83	56.70	1.25
IV. WESTERN CORDILLERA	5	2.46	49.26	1.16
V. ATLANTIC CANADA & APPALACHIA	5	3.28	65.58	1.22
VI. THE INDUSTRIAL HEARTLAND	7	4.55	64.94	1.64
VIII. CANADIAN,CONTINENTAL, WORLD ISSUES	5	3.47	69.36	1.18
KNOWLEDGE - TOTAL	36	21.10	58.61	5.68
THINKING & RESEARCH SKILLS				
I. OVERVIEW OF NORTH AMERICA	6	3.58	59.64	1.36
II. THE AGRICULTURAL INTERIOR	3	1.63	54.40	0.90
III. THE NORTH	8	4.92	61.50	1.69
IV. WESTERN CORDILLERA	4	2.22	55.51	1.09
V. ATLANTIC CANADA & APPALACHIA	4	1.94	48.44	1.15
VI. THE INDUSTRIAL HEARTLAND	5	3.07	61.38	1.52
VIII. CANADIAN,CONTINENTAL, WORLD ISSUES	3	1.81	60.33	1.06
THINKING & RESEARCH SKILLS - TOTAL	33	19.17	58.08	5.73
MAPWORK				
I. OVERVIEW OF NORTH AMERICA	2	0.92	46.25	0.75
II. THE AGRICULTURAL INTERIOR	4	1.72	43.02	1.24
IV. WESTERN CORDILLERA	2	1.26	63.08	0.76
V. ATLANTIC CANADA & APPALACHIA	1	0.71	70.96	0.45
VI. THE INDUSTRIAL HEARTLAND	1	0.59	59.20	0.49
MAPWORK - TOTAL	10	5.21	52.09	2.73

DISTRIBUTION OF SCORES ON THINKING AND RESEARCH SUBTEST

FREQUENCY BAR CHART

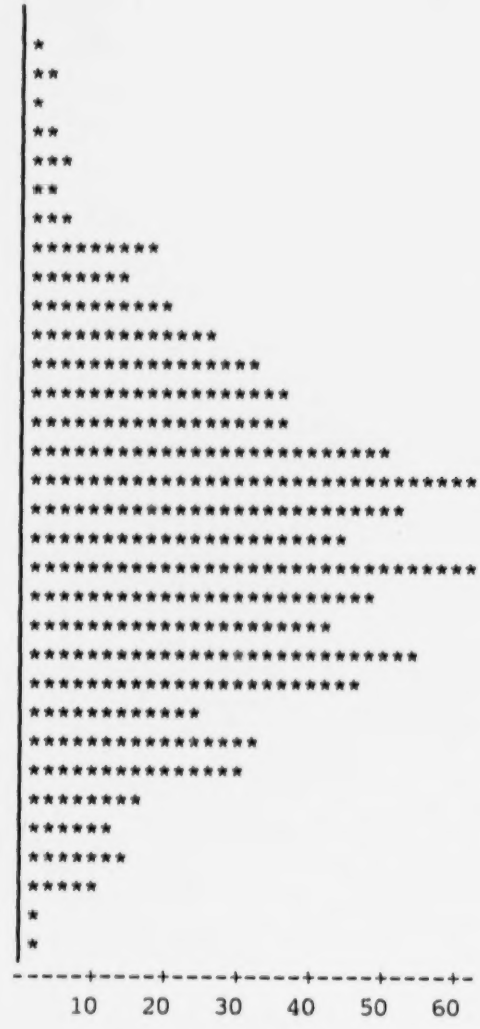


RAW SCORE		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
0	*	1	1	0.13	0.13
3	***	5	6	0.63	0.75
4	*	2	8	0.25	1.00
6	***	6	14	0.75	1.75
7	****	7	21	0.88	2.63
8	******	11	32	1.38	4.01
9	******	11	43	1.38	5.38
10	**********	24	67	3.00	8.39
11	*********	18	85	2.25	10.64
12	********	16	101	2.00	12.64
13	**********	32	133	4.01	16.65
14	**********	44	177	5.51	22.15
15	**********	41	218	5.13	27.28
16	**********	31	249	3.88	31.16
17	**********	45	294	5.63	36.80
18	**********	55	349	6.88	43.68
19	**********	47	396	5.88	49.56
20	**********	51	447	6.38	55.94
21	**********	54	501	6.76	62.70
22	**********	42	543	5.26	67.96
23	**********	49	592	6.13	74.09
24	**********	44	636	5.51	79.60
25	**********	51	687	6.38	85.98
26	**********	37	724	4.63	90.61
27	**********	37	761	4.63	95.24
28	*******	13	774	1.63	96.87
29	*********	18	792	2.25	99.12
30	**	4	796	0.50	99.62
31	*	1	797	0.13	99.75
32	*	2	799	0.25	100.00

NOTE: Number of items = 33

DISTRIBUTION OF SCORES ON KNOWLEDGE SUBTEST

FREQUENCY BAR CHART



RAW SCORE	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
4	1	1	0.13	0.13
5	3	4	0.38	0.50
6	1	5	0.13	0.63
7	4	9	0.50	1.13
8	5	14	0.63	1.75
9	4	18	0.50	2.25
10	6	24	0.75	3.00
11	18	42	2.25	5.26
12	14	56	1.75	7.01
13	20	76	2.50	9.51
14	26	102	3.25	12.77
15	32	134	4.01	16.77
16	35	169	4.38	21.15
17	35	204	4.38	25.53
18	50	254	6.26	31.79
19	61	315	7.63	39.42
20	52	367	6.51	45.93
21	44	411	5.51	51.44
22	62	473	7.76	59.20
23	48	521	6.01	65.21
24	42	563	5.26	70.46
25	54	617	6.76	77.22
26	45	662	5.63	82.85
27	24	686	3.00	85.86
28	31	717	3.88	89.74
29	29	746	3.63	93.37
30	16	762	2.00	95.37
31	12	774	1.50	96.87
32	13	787	1.63	98.50
33	9	796	1.13	99.62
34	2	798	0.25	99.87
35	1	799	0.13	100.00

NOTE: Number of items = 36

DISTRIBUTION OF SCORES ON MAPWORK SUBTEST

FREQUENCY BAR CHART

RAW SCORE		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
0	**********	71	71	8.89	8.89
1	******	29	100	3.63	12.52
2	********	42	142	5.26	17.77
3	**********	67	209	8.39	26.16
4	**********	80	289	10.01	36.17
5	**********	104	393	13.02	49.19
6	**********	130	523	16.27	65.46
7	**********	100	623	12.52	77.97
8	**********	86	709	10.76	88.74
9	**********	60	769	7.51	96.25
10	******	30	799	3.75	100.00

20 40 60 80 100 120

FREQUENCY

APPENDIX A

GRADE 4

CODING SCALE
ITEMS 84, 88, 90, 98-101, 103, 106, 108

Code	Description
A	Students repeats the question or restates it in another form. Example: There are no more trees.
B	Student gives one piece of credible or correct information or reason. Example: Animals moved away.
C	Student gives two or more pieces of credible or correct information or reasons. Example: Animals moved away. There was less shade in the community.
D	Student shows understanding of relationship between two pieces of information. Example: It's probably windier because there are no trees to make a windbreak.
E	Student gives incorrect information.

ITEM 95

Code	Description
A	Student makes a direct response to the picture. Example: They all look happy. They have friends. Student makes a generalization of basic needs, or the physical surroundings. Example: They have enough food. They don't have any clean water. They're poor. It's too hot there.
B	Student is understanding relationships, or making comparisons. Example: It might be a good life, it might not be. I don't know, I don't live there. They don't wear clothes like we do.
C	Student makes a statement of apathy, or is absolved of feeling. Example: They're used to it. It's the only life they'll ever know.
D	Student expresses a negative bias, or prejudice. Example: They are poor and no one will want to have anything to do with them.
E	Incorrect response, or an unexpanded, "I don't know".

CODING SCALE (Cont'd.)
ITEM 96

Code	Description
A	Answers which state that a community is a place or a group of people. e.g., A community is Gimli. A community is a town. A community is a group of people.
B	Answers which imply that a community has interaction. e.g., A community is a place where people work. A community is a place where people live and play.
C	Answers which imply that a community is a cultural entity. e.g., A community is a group of people who have the same language, attitudes, customs and/or values.
D	Answers which the children have learned in Science. e.g., A community is a group of animals or organisms.
E	All other answers were assigned to this category.

ITEM 97

Code	Description
A	The student named a non-Canadian community.
B	The student named a country.
C	Other
D	The student named a Canadian community.

APPENDIX B

GRADES 8 AND 10

SOLO TAXONOMY LEVEL
(Structure of the Observed Learning Outcome)

	Description	Code
Level 1	Prestructural	A

The response uses irrelevant data or avoids the question, characterized by minimal knowledge and no elaboration.

Level 2	Unistructural	B

The response uses primarily one relevant datum; characterized by minimal understanding with little elaboration, basically makes one point.

Level 3	Multistructural	C

The response uses several relevant data, characterized by some understanding through the elaboration. However, the data is not interrelated and may be inconsistent. The student has found it difficult to come to a consistent conclusion.

Level 4	Relational	D

The response uses several relevant data which are integrated. The elaboration demonstrates interrelation of data, uses examples, generalizes, and makes a consistent conclusion.

Level 5	Extended Abstract	E

The response uses several relevant and related data which are integrated. The elaboration demonstrates interrelation of data, uses examples, generalizes, uses analogy hypothesis, or deduction and weighs the evidence. The conclusion can entertain alternative outcomes and therefore may not come to a definite closure.

SENTENCE STRUCTURE AND USAGE

Code	Description
A	Not sufficient material to make an evaluation (under 75 words) or impossible to decipher.
B	LOW: The sentence structures are little more than simple sentences; a small number of structures are repeated throughout the paper so that the paper becomes boring or predictable. The author seems to have serious difficulties in presenting effectively constructed sentences.
C	MIDDLE: Although the writer seems to have control of a number of sentence structures, at times the structures are ambiguous or clumsy, or the writer may not have taken advantage of opportunities to create a positive effect in varying or repeating sentence structures. Grammatical errors do not detract from the impact of the answer.
D	HIGH: A positive effect is created by the author in the use of sentence structures. The writer seems to have control of a variety of structures and employs them effectively in communicating. Grammatically correct.

MECHANICS
(punctuation, capitalization, spelling)

Code	Description
A	Not sufficient material to make an evaluation (under 75 words) or impossible to decipher.
B	LOW: Errors in capitalization, punctuation, and spelling substantially detract from the clarity or readability of the paper. The reader must stop and puzzle over words to figure out what they are or what the writer intended.
C	MIDDLE: Errors in capitalization, punctuation, and spelling may be present but do not perceptibly detract from the clarity or readability of the paper.
D	HIGH: In general, the writer capitalizes and punctuates correctly. Capitalization and punctuation are used to make the writing clear and readable. Spelling attracts little or no attention. If errors in mature words do appear, they reflect meaningful "guesses" at the words being used.